

## Collaborative Management Between Teachers and Parents in Elementary School Learning

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### ABSTRACT

This research aims to examine the management of educational collaboration between teachers and parents at the elementary school level as a strategy to improve the quality of the learning process and student development. Parental involvement in their children's education is not only a supporting factor but also an integral part of creating a conducive and sustainable learning environment. However, in practice, this collaboration is often unstructured, leading to ineffectiveness in its implementation. This study uses a qualitative approach with a descriptive method, conducted at Cisero State Elementary School. Data collection techniques were carried out through observation, interviews, and documentation. The research results indicate that there is currently no adequate managerial system in place to manage parental involvement. Roles and boundaries have not been clearly defined, often leading to discomfort in the teaching and learning process. Therefore, a systematic collaboration management based on principles of mutual trust, open communication, and clear role division between teachers and parents is needed

## **INTRODUCTION**

Education is the main pillar in the development of a nation. The quality of superior human resources is greatly determined by the effectiveness of the education system in place, especially at the primary education level. Primary School (SD) is a very crucial initial phase in forming the foundations of knowledge, skills, and character of students. In the first grade of primary school, children begin to be introduced to basic skills such as reading, writing, arithmetic, and the development of basic social skills. This phase serves as the foundation for children's success in the next level of education, so the learning process at this level must be designed and implemented optimally.

However, the success of the learning process at school does not only depend on the role of teachers as the main educators but also on the active involvement of parents. In practice, collaboration between teachers and parents plays a very important role in supporting the academic and character development of children. Especially in the first grade of elementary school, where children are still in the stage of adaptation and transition from home to school, synergistic collaboration becomes the key to creating a conducive and sustainable learning environment. Structured and well-managed parental involvement has proven to enhance the effectiveness of learning and shape positive learning behaviors in children.

Unfortunately, in many cases in public elementary schools, parental involvement is often not systematically organized. This results in an imbalance of roles between teachers, parents, and students. Without clear management, parental presence in the classroom, even with the intention of helping, can disrupt the learning dynamics, reduce student concentration, and hinder the pedagogical interaction between teachers and students. Therefore, a managerial approach is needed to manage parental involvement so that it has a positive impact, rather than the opposite.

Parent participation management requires a mature strategy, starting from planning to evaluating their involvement. Teachers and school principals need to have clear guidelines or frameworks regarding the roles and boundaries of parents in teaching and learning activities. These strategies can include setting visit times, permitted roles during the learning process, and the scope of interactions that support an effective classroom atmosphere. With proper management, the collaboration between parents and teachers can become a complementary and strengthening educational partnership.

An ideal collaboration between teachers and parents is a relationship built on mutual trust, support, and understanding of each other's roles in educating the child. When good cooperation occurs, both parties can share information about the student's condition at home and at school, as well as design more relevant and personalized learning approaches. This collaboration not only improves the child's academic results but also develops the social and emotional skills needed in daily life. Thus, building a sustainable educational partnership between teachers and parents in elementary school is a strategic step toward improving the quality of education holistically.

The phenomenon observed at SD Negeri Cisero indicates a problem related to parental involvement in the learning process in grade 1. Based on initial observations, some parents often enter the classroom during lesson times to assist or accompany their children. Although done with good intentions, this practice creates discomfort for the teacher, disrupts the focus of other students, and impacts the quality of learning. This situation highlights the need for serious handling through an appropriate collaborative management approach.

Clark (in Shabri, 2005:15) stated that 70% of student learning outcomes are influenced by student skills, and 30% by the environment. This emphasizes the importance of external factors, such as a conducive learning environment, in supporting academic success. The presence of parents in the classroom should be managed so that it does not become an obstacle, but rather part of a positive learning environment. Therefore, the implementation of structured and participatory collaborative management is essential to create synergy between teachers and parents in supporting learning success.

## LITERATURE REVIEW

### *Collaborative Managementa.*

#### **a. Management**

Management is the process of planning, organizing, executing, and evaluating resources effectively and efficiently to achieve goals. In education, management becomes an important tool for organizing the learning process to run in a directed, structured, and purposeful manner.

#### **b. Collaboration**

Collaboration means cooperation between two or more parties to achieve a common goal. In education, collaboration between teachers and parents is very important in creating a harmonious learning process that is mutually supportive and focused on the interests of the child's development.

#### **c. Collaborative Management**

Collaborative management is a form of planned, organized, and sustainable cooperation among stakeholders, including teachers and parents. This process includes planning, organizing, implementation, and evaluation conducted participatively to effectively achieve educational goals.



Figure 1. De Seve Collaborative Governance and Strategy Processd

Strategy and Components Collaboration strategies include network structures, joint commitments, trust between parties, clear governance, information transparency, division of responsibilities, and access to resources. Key components of collaboration include shared understanding, efficient administration, trust, and commitment to the joint process

**d. Principles and Stages**

Effective collaboration requires principles of openness, mutual respect, role clarity, and flexibility. The three main stages in collaboration are problem identification, direction setting, and implementation of action plans.

**e. Barriers and Benefits**

Barriers to collaboration can include time, resources, differing perceptions, and role conflicts. However, the benefits include improved quality of education, efficient resource use, job satisfaction, and more harmonious social relations among education stakeholders.

**Learning Process**

**a. Definition and Characteristics**

Learning is a process designed to change behavior and enhance the knowledge of learners. Its main characteristics include the presence of objectives, active interaction, the role of the teacher as a facilitator, and evaluation to measure learning outcomes.

**b. Components Important**

Components include objectives, teaching materials, learning activities, methods, aids, learning resources, and evaluation. Each component is interrelated and supports the achievement of optimal learning outcomes.

**c. Factors that Influence**

The learning process is influenced by the interaction between teachers and students, the methods used, learning facilities, and external environments such as home and the surrounding community. All these factors must be managed to support an effective learning atmosphere. The principles of learning emphasize active participation, creativity development, and a pleasant atmosphere. Teachers need to consider the characteristics of students, learning objectives, classroom situations, as well as the tools and methods available to support successful learning.

**Previous Research**

The first research was conducted by Lestari (2020) titled "The Partnership Between Parents and Teachers in Improving Student Learning Achievement in Elementary Schools." This study emphasizes the importance of the synergy between the roles of teachers and parents in promoting improved student learning outcomes. The results showed that students whose parents are actively involved in school activities demonstrate increased motivation and academic achievement. Collaboration was conducted by through regular communication, parent meetings, and learning support activities at home.

The second research by Pratama (2020) titled "The Role of Collaborative Management in Learning at Elementary Schools During the Covid-19 Pandemic" shows how important the collaboration between parents and teachers is when learning is conducted online. This research highlights that the role of parents becomes more intense as learning facilitators at home, while teachers maintain

control over planning and monitoring learning. This collaboration heavily relies on effective digital communication.

The third research comes from Sari and Nugroho (2020) titled "The Principal's Strategy to Enhance Parental Participation in Public Elementary Schools." This study reviews how the principal, as a manager of the institution, plays an active role in building a partnership system between the school and parents. One of its important findings is that collaboration can be enhanced through parenting programs, community activities, and structured involvement of parents in classroom activities.

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## **METHODOLOGY**

This study uses a qualitative approach with a descriptive method. This approach is used to deeply understand the phenomenon of collaboration management between teachers and parents in the learning process. The research location is at SD Negeri Cisero, Kadipaten District, Tasikmalaya Regency. Data sources in this study include the school principal, class 1 teachers, and several parents of class 1 students. Data collection techniques are conducted through direct observation, in-depth interviews, and documentation. The researcher observes the interactions between teachers and parents during learning activities and collects relevant administrative data. Data analysis techniques follow the interactive model by Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing.

## **RESULTS AND DISCUSSION**

The research results show that collaboration between teachers and parents at Cisero State Elementary School has been carried out in several forms, such as daily informal communication, coordination in accompanying homework, and participation in school activities. However, there is currently no structured and sustainable management system in place to effectively direct this collaboration. In terms of planning, teachers have not systematically established the roles and boundaries of parental involvement. The organization of collaboration remains flexible and is not institutionalized. The implementation of collaboration is more situational and depends on personal initiative. Meanwhile, supervision and evaluation of parental involvement have not been conducted formally.

This condition causes parental involvement in the classroom to sometimes be excessive and disrupts the learning dynamics, especially when parents enter the classroom during the teaching and learning process. The lack of clarity in roles and structured communication is a significant barrier. Strategies that can be adopted to strengthen collaborative management include establishing regular

two-way communication, defining clear roles for parents, and creating a written agreement on the rules of participation in learning activities. Successful collaboration is based on mutual trust, mutual understanding, and a shared goal between teachers and parents.

## **CONCLUSIONS AND RECOMMENDATIONS**

This research concludes that the collaborative management between teachers and parents in Grade 1 of Cisero Public Elementary School has not been functioning optimally due to the absence of a structured system for managing parental participation. Although communication and involvement have taken place, they are not well organized, resulting in potential disruptions in the learning process. It is necessary to implement collaborative management that includes systematic planning, execution, and evaluation, so that parents' roles are not just passive supporters, but also active partners that are guided to support the children's learning process. Well-managed collaboration contributes to improving the quality of education, especially in building character, independence, and students' achievements from early education.

## **FURTHER STUDY**

This research still has limitations, so further research is needed regarding the topic of Collaborative Management Between Teachers and Parents in Elementary School Learning in order to perfect this research and increase insight for readers.

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